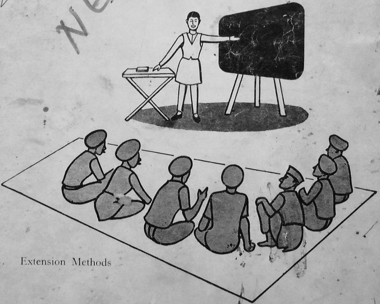
# Guide for Village Worker

GRAM SEVAK TRAINING CENTRE
6 - JUL 1955
PATTUKOTTAI



Extension Methods

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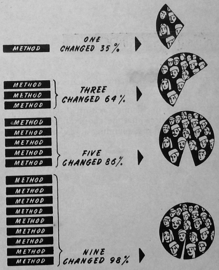
# EXTENSION WORKERS USE MANY METHODS

Too often village workers depend upon the spoken word only to reach village people.

As we gain experience in extension work, however, we find that it helps to use a number of different methods.

PERCENTAGE OF FAMILIES CONTACTED WHO CHANGED BEHAVIOR




It has been shown by research that extension workers using only the demonstration were able to influence a little over one-third of the village families to improve practices. But where the workers used three methods, including a demonstration, a visual

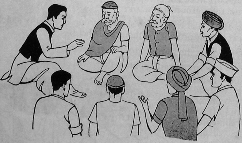
aid and the written word, almost two-thirds of the families were influenced to use the better practices. Where five methods of teaching were used almost nine out of the ten families changed, and where nine methods were used 98 per cent of the families were led to change their practices.

The use of all the practical methods of teaching available to the village worker requires much serious and careful planning. The use of many methods requires more work. This type of teaching requires a more systematic approach. It is not the easy way, but it is the best way to assure success.

## ACHIEVING VILLAGE GROUP ACTION

Many of the most important problems of village India can be solved only through cooperative action.

Cooperative group action requires good work from all members. It requires that the cooperating villagers develop the habit of talking, thinking, planning and working as a group.



People become accustomed to group action and become good in group action only by practice. It is the village worker's job to give the villagers every chance to work in cooperative group action.

A well-organized village group discussion conducted properly is the best way to learn cooperative group action. In fact such discussion should be the first step in cooperative effort.

A discussion properly conducted requires that each member listens to the ideas of the other members, even though he may not approve of the ideas. This type of discussion should give each member a chance to express his own views.

Members of such groups must learn to put the interest of the group above personal interest.

In democratic group discussion the leadership is shared among the members instead of being held continuously by one person. In this manner all members receive practice in leadership activities. This experience provides a device for individual development of unselfish leadership that is needed for the success of community development.

As a village discussion group grows and gains confidence it will naturally seek to become a village action group. You as a village worker must carefully lead the group to see the need for action. Without action villages cannot improve.

In the beginning you must give leadership to the discussion. You will have to provide the initiative and most of the knowledge. You must organize the group and help it to gain the skills needed for democratic group action.

Your final goal will be to see the group eventually attack and solve a common problem without your help.

Joint action is the goal of group discussion.

The first step toward joint action will be getting a small group of villagers to meet and discuss a common problem. If you find it difficult to get the villagers to meet as a group, the following suggestions may be helpful :

(1) Ask 20 to 25 villagers

to meet with you to give you advice and guidance on some particular problem ;

(2) If you discover the problem is of interest to most villagers, it can become the topic of the first discussion.

You will want to learn the following general principles about planning and leading the discussion :

(1) Prepare for the discussion. Study the problem to be discussed. Think about it in relation to the interest and ideas of the group. Have reference material if possible. Have pictures or charts or any other visual aids that might be useful. (See chapter on visual aids.)

(2) Make the group comfortable. People think better if they are comfortable. Be sure, therefore, to select the best meeting place and the most convenient time. Start and finish the meeting on time. Know the names of every member.

(3) Seat the group in a circle. Every member of the group should be able to see the faces of all other members. All should remain seated during the discussion. Keep the meeting friendly and informal. See that all take part in the discussion.

(4) Allow the group to tell what the problem really is. If the problem is not clearly defined, try to get the proper question before the group at the beginning. The leader's opinion

must not dominate group opinion. The leader's first job is to bring out ideas of the group members.

(5) Discourage speech-makers. Speeches spoil group thinking. Limit any talks to two minutes or less. Stop the speech-maker as tactfully as possible. If he is allowed to ramble on he will ruin the discussion. One way to stop him is to say, "Let's hear what someone else thinks about this idea". Asking that all remain seated when talking helps too.

(6) All must take part. Often the best thinking is done by people who are too shy to talk. Occasionally, direct questions to these people during the discussion. Show that you think the answers given are good. Never ridicule the ideas of any member of the group. Group discussion is a large conversation. The leader keeps it moving but does not drive it.

(7) Guide the discussion group toward action. Get them to the decision and planning stage. This may be done by raising questions and helping them to find facts. Several times during each discussion summarise what has been discussed up to that point.

(8) Lead the group to seek technical information and help. The village group will need technical help to solve many problems. Lead them to decide to consult specialists when a need for this information arises. Try to get the group in the habit of seeking facts. See that members of the group make their own arrangements with specialists or government departments instead of doing this for them.

(9) Use visual methods of presenting facts. (See chapter on visual aids.) You may introduce new information into the discussion by the use of films, posters, exhibits, and demonstrations. Skillful use of visual materials will often make a problem so real to villagers that they see the need for action immediately.

(10) Use sight-seeing trips to find facts. (See tours.) Lead the village discussion group to plan trips to other villages where improved practices are being carried out. Good farmers from all villages might be invited to attend the group discussions to give their experiences and ideas.

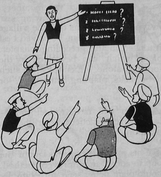
The preceding general principles if properly used as a guide will help you achieve successful village group discussion. In such discussion groups try to lead the members through the following six steps:

Step 1. Recognizing the common problem and becoming seriously concerned about it. Here films, posters, specialists, trips and other methods of presentation of information may have to be used to get the group to recognize the problem. If a problem which is already of serious concern to the group is selected, this step will be unnecessary.

Step 2. Finding the facts to solve the problem. First, get all the facts already known by members of the group brought out in the discussion. When this is done, lead the group to seek facts from literature and specialists. Attempt to develop in the group the habit of making a systematic search for facts when a problem is presented.

Step 3. Analysing the facts. All known facts must be considered in relation to the local problem. You should lead the group to examine and test all facts.

Step 4. Reaching a decision to take action. The group decides that it must do something to correct the conditions causing the problem. The decision must be in agreement with the facts discovered by the group.



Step 5. Planning a joint course of action. The plan will provide the answers to who, when, where and how; what materials will be needed and how will they be obtained. All these questions must be settled in a joint plan of action.

Step 6. Doing the work. This is the goal of discussion and planning that has gone before. If this point is not reached you fail. This is the step which builds confidence and enthusiasm. This is the step which draws villagers together in an effective group. Each time the villagers solve a problem by this method they are acquiring the habits of co-operation.

Examples of activities where group action has proven effective :

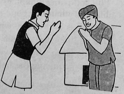
(1) *Buying fertilizer and insecticides*
(2) *Building roads*
(3) *Cleaning village tank*
(4) *Controlling malaria*
(5) *Buying village incubator*
(6) *Producing improved paddy seedlings*
(7) *Marketing cash crops*
(8) *Buying irrigation pump*
(9) *Building new school*
(10) *Publishing wall newspaper*

# ACHIEVING INDIVIDUAL ACTION

Villagers are faced with two types of problems that the village worker will be helping with. The type that can be solved best through group action has been treated in the preceding chapter. The other type is the problem which can be solved by the individual or the family working alone. Examples of such problems are better feeding of bullocks, planting better seed, or better sanitation in the home.

In most instances the village worker will have to get individuals to adopt certain simple improved practices before he can expect to achieve village group action.

Getting the villager to improve his methods requires about the same approach as getting a group to adopt an improved method. To convince a farmer that he should plant better seed, for example, the following steps are necessary :



(1) *Get acquainted with the farmer*

(2) *Make friends—don't rush the process—give the villager time to get acquainted with you*

(3) *Talk about seeds*

(4) *Get the farmer to tell you his ideas*

(5) *Tell the farmer your ideas about improved seed*

(6) *Show him photographs and give him literature if he is literate*

(7) *If a demonstration is available, let the farmer see what improved seeds actually will do—if necessary, visit a neighbouring village for this purpose*

(8) *Get the farmer to agree to try improved seeds*

(9) *Help him find the source for the seeds*

(10) *Lead him to buy the seed himself*

(11) *Help him decide exactly when and how seeds should be planted*

(12) *Keep in constant contact with this farmer and give him all additional assistance he needs.*

Remember : *If you are not certain about any step in an improved practice, don't attempt to advise the farmer. First learn every step and be sure that your information is accurate. If you are asked a question about any problem on which you are working, your future depends upon giving the right answer. If you don't know the answer, you must go to reliable experts or to reliable references for help.*

In working with groups or with individuals you will use literature, visual aids, and demonstrations as well as direct contacts. The following chapters give you additional helps on using these different methods.

## DEMONSTRATIONS

### METHOD DEMONSTRATION

A village worker is called on to teach villagers how to do many new kinds of work. When you show farmers how to do work by doing it yourself, you are conducting a method demonstration. The demonstration may be very simple such as :

(1) planting seeds in lines, (2) removing smut from seeds, or (3) using a mechanical sprayer.

Or the demonstration may be more complicated such as :

(1) making soap, (2) drying fruits and vegetables, (3) building a sanitary latrine.

In order to give a successful demonstration you must know perfectly every step in the job. You must plan the demonstration and practice carefully so that you make the proper impression on your audience and so that they will learn as quickly as possible.

The demonstration you should conduct will be—

(1) a job villagers want to see and (2) a job that is needed by the village at that precise time. For example, don't show villagers how to spray for insects after the insects have done their damage.

After you have satisfied yourself that you are prepared to give a demonstration and that your information is accurate and complete, you may then take the following action :

(1) Getting ready

(a) Have village people help you secure the proper place.

(b) Decide on the best time.

(c) Advertise the event and be sure that enough space is available so that everybody can see.

(d) Well ahead of time get all the necessary equipment.

Getting ready often takes longer than giving the demonstration.

(2) Presentation

Your presentation will be interesting if you have chosen a subject in which people have shown interest. In giving the demonstration try to act naturally. Be at ease. When talking, stand erect and look at your audience.

Talk clearly and loud enough to be heard. This is important.

Be enthusiastic. Enjoy doing the job. Be friendly.

The steps in the actual demonstration are as follows :

*(1) Tell the villagers what you are going to do*

*(2) Tell them why you are doing the job*

*(3) Show the villagers how to do the job*

*(4) Then let willing villagers do the job*

*(5) Allow all villagers who are interested to do the job as long as time and interest permits*

(6) *Correct mistakes politely*

(7) *Encourage questions and answer them thoroughly.*

Remember: *If you don't know the answer to any question, say that you don't know, but that you will find out. Make it a point later to get the answer for those that are interested.*

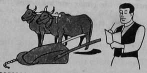
The method demonstration is one of the village worker's best devices. No village worker can feel that he is doing his job unless he shows villagers how to do things by new and improved ways.

After a demonstration the village worker should make it easy for villagers to adopt the new practice. He should also help them get the necessary equipment or materials. He should be available for any additional information needed by the villagers. Written instructions or a leaflet explaining the process should be left with the villagers who may use the new practice.

The measure of a successful method demonstration is the number of people who adopt the new method. Briefly, in a method demonstration do the following things :

(1) *Demonstrate a new method which will help the villagers*

(2) *Demonstrate equipment and materials which are available*



(3) *Prepare yourself well for the demonstration*

(4) *Collect all equipment and materials needed for the demonstration*

(5) *Tell the villagers the time and place and subject of the demonstration*

(6) *Lead the villagers to want to learn the new method*

(7) *Show them how to do the new work*

(8) *Get them to try the new work*

(9) *Correct mistakes and have villagers practice the new method and, finally*

(10) *Fit the new method into a definite plan for village improvement.*

Remember: *In giving method demonstrations* you *show how the job is done. You must not hire labor to show the improved ways. No teacher is a good teacher unless he is prepared to practice what he teaches.*

**RESULT DEMONSTRATION**

A result demonstration is a way of showing people the value of an improved practice. This is done by comparing the improved and the old practice so that villagers may see and judge results for themselves. This way may be used by the village worker to teach villagers the value of such practices as :

(1) *Using improved seed*

(2) *Anti-malarial measures*

(3) *Using improved plow*

(4) *Using fertilizer*

(5) *Using improved cultural methods.*

To be successful in the use of result demonstration the village worker must demonstrate only those practices which he thinks are good and which are based on a real need of the villagers. Before selecting a practice for demonstration the village worker should :

(1) *Ask an expert if the practice will work well in his village*

(2) *Discuss the practice with the villagers*

(3) *Find out if villagers already know the value of the practice*

(4) *Find out if they are interested in the new practice.*

After the village worker decides to demonstrate a new practice he selects one or more villagers to conduct demonstrations. As a village worker you must select a demonstrator who has the confidence and respect of his neighbours, and who is interested in improving his methods.

The village worker should visit his demonstrator in the beginning and plan the demonstration. In the beginning a demonstrator should be asked to demonstrate only one practice at a time. He should select plots which can be seen easily by villagers. He should measure off those plots so that equal areas of land side-by-side can be used. One area will show the old way, the other area will show the new way. After you have worked with the demonstrator and are satisfied with the plans, take the following steps :

(1) *Get all necessary material and equipment ready*

(2) *Have village people present when demonstration begins*

(3) *Begin keeping records*

(4) *Mark demonstration plots with large signs so all can see as they pass.*

This is only the beginning of the demonstration. The following steps must be taken in order to complete the job :

(1) *Make a calendar of all work that must be done*

(2) *Visit the demonstration often to see that plans are being carried out properly*

(3) *If the demonstration is succeeding, give publicity to the demonstrator.*

When the time arrives that results can be seen :

(1) *Conduct tours to the demonstration*

(2) *Let the village demonstrator do the talking*

(3) *Make a summary of the records*

(4) *Give publicity to the results*

(5) *Get other farmers to agree to demonstrate during the next season*

(6) *Get as many farmers as possible to try the new practice.*

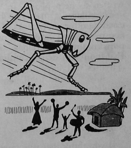
One way to get villagers to try the new practice is to have them present when crops are harvested and have them help measure the results. This will dispel doubt as to the actual result of the new practice.

These results may also be used in neighbouring villages in teaching other cultivators. Charts can be made of the demonstration results and carried to other villages along with photographs showing the comparisons. Best is to have neighbouring villagers visit the result demonstration.

## THE NEWSPAPER

All respectable newspapers and other periodicals reaching the villages where you work should be used as much as possible.

Material that will appear in these papers does not have to be news. Many papers or periodicals going to villagers welcome "service-type" information. This is the main type of message that you will have.



While your work occasionally makes news that the newspapers will want to use, more often you will place in the papers stories that are not news.

It is well, however, to give anything you write the "news slant". For example, if you believe that a locust invasion is likely, you will want to run a story on what local farmers should do when the locusts come. To do this, you will outline each step that must be taken by the farmer in order to protect his crops and

the community from these insects. You will make this story more interesting by pointing out in the first paragraph that locusts are likely to come in the very near future. Tell the source of your information. When preparing a story follow these rules :

Write a simple story that is :

(1) *Easy to understand*

(2) *In the language of the village people who are reading the story*

(3) *Accurate in all details*

(4) *In short sentences and short paragraphs.*

Most of your stories will be the "how-to-do-it" type. Tell the story by telling how some local villager succeeded with the improved job or practice.

In any event, all stories that you prepare for the papers will be written to help people in your villages. In rare cases you might write a story which simply reports community activities. Even in this case the activities will have helped to solve some village problem.

Get acquainted with the editors of all the papers coming into your villages.

If you think that it is impossible for you to prepare stories for the paper, tell your editor what your problems are. He will likely assure you that writing for the newspaper is not difficult.

After getting acquainted with your editor or editors and receiving his promise that he would be interested in your material, prepare a brief story and let him look at it. If he does not accept the story and he is a man interested in serving his readers, he will tell you why he cannot accept. He will tell you how you can prepare another story that he will accept.

It is almost always true that after a short period of introduction, alert newspaper people will seek the village worker and insist that he continue giving material for the papers. Sometimes the editor becomes so interested that he will prepare much of the material himself. In the beginning, however, the village worker must take the initiative.

Do you work in villages that do not have enough newspapers ? If so, you will be doing a service to your people by introducing some good rural papers. There are a number written in simple local language that can help the village worker do his job better.

## WALL NEWSPAPERS

As yet wall newspapers have not been developed for organised use in the villages of India. But plans are being made for providing you with this service. When these wall newspapers arrive for your use, do the following things :

(1) *Paste them in conspicuous places throughout the village*

- (a) *places where people gather*
- (b) *places where people pass*
- (c) *places that are protected from wind and rain*

(2) *Call attention to the papers*

(3) *Read the papers to interested listeners*

(4) *Appoint village leaders to read in your absence*

(5) *Order additional papers if you don't have enough for your village*

(6) *Contribute material for these papers. (See chapter on newspaper writing.)*

There is a need for the production of cooperative wall newspapers. You may speak with your friends who are village workers or with your superior officers on this problem.

## LEAFLETS AND PAMPHLETS

The basis for any teaching program is in literature. In extension teaching, simple leaflets and pamphlets are valuable and essential tools in the hands of the intelligent village worker. The leaflet, in India, is a single sheet of paper folded to make a four page piece of printed matter. However, a leaflet can be printed on one side, or printed on two sides of a folded sheet, or folded three or four times with printing on all sides. The leaflet usually treats one job or one small problem. The best leaflets give accurate and specific instructions on how to do a job. A pamphlet or bulletin, on the other hand, may contain many pages and treat a number of topics or steps in a given problem.

For your use or for the use of villagers, the best pamphlets are brief and simple.

You should obtain as

many pieces of literature as possible for your use and reference. Secure many copies of the same circular or leaflet so you will be able to pass these on to interested villagers.

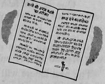
If it is possible for you to print leaflets for your use in the village, follow these rules :

(1) *Write on one simple idea such as fertilizing sugarcane, or using the best wheat seed, or selecting laying hens, or building a kitchen shelf*

(2) *Write on those subjects or jobs that are of interest to the villager*

(3) *Write in the villager's language*

(4) *Use simple words and short sentences*



(5) *Use short paragraphs and don't crowd material on a page*

(6) *Use illustrations and pictures which are easily understood*

(7) *Give complete instructions*

(8) *Check your instructions for accuracy*

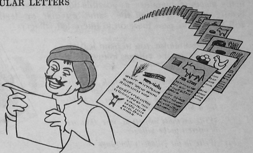
(9) *Write so your longest sentence is not over 15 words*

(10) *Write so your average sentence has ten words or less*

(11) *Most of the words in each sentence should be one syllable. Few words, if any, should be over two syllables.*

It is hard to write for easy reading. But the easier your writing is the more it will be read. This has been proven in many reading tests.

In most of the methods described in the following chapters literature will have a place. Try to have enough literature to pass around at each meeting or demonstration.



One of the best teaching devices you can use is a circular letter. This is a letter which is reproduced and sent with the same information to many people. To village people, even partly literate, receiving a letter can be very important. Receiving such mail will have great influence. However, the value of a letter will depend mostly on how well you write it.

The best letters will :

(1) *Be brief*
(2) *Be simple*
(3) *Have a single purpose*
(4) *Be part of your programme or campaign*
(5) *Be clear*
(6) *Have complete information*
(7) *Lead to action.*

Circular letters can teach and also save time of the village worker. They can be inexpensive if their production and despatch is planned properly. If you cannot get a cyclostyling machine, enlist the assistance of the schoolmaster. He can allow his students to copy your letter and pass them out to the villagers.

Such letters must have :

(1) *A personal touch*
(2) *Short sentences, short paragraphs.*

The personal touch arouses interest. Each letter must arouse interest. There are other ways, however, to interest the reader. If possible, this interest should be aroused in the first sentence.

An example of a circular letter follows :

*"Dear Friend :*

*In our meeting last week, as you will recall, we discussed controlling mosquitoes. A number of suggestions were made. One suggestion was to clean the tank and place in the tank young fish. These fish will eat mosquito eggs. In this way we may control malaria. Your committee has decided to meet again next Friday at seven o'clock. At this meeting we will discuss ways to clean the tank. Would you come and give us your ideas?*

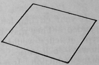
( *Signed* ) *Village Worker"*

If your circular letters prove popular, they may always be expanded. They may be published weekly or fortnightly. This type of letter would contain news and announcements as well as how-to-do-it stories. To publish a regular letter, you must organize production. It must be organized cheaply enough to finance easily. Distribution must be fast and cheap also. This can be done by cooperative effort.

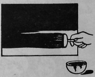
# VISUAL AIDS

## BLACKBOARDS

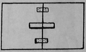
The blackboard is helpful in meetings and group discussions. Chalk and some kind of an eraser is all the equipment you need.



You can make a blackboard with a piece of plywood about 30 by 40 inches. Paint this board with blackboard paint. If you want to carry the board from village to village, make it in two pieces and hinge it in the middle. Have a small strip of wood attached to the inside of the fold so it can be slid across the board after it is opened and make the board firm.



When you conduct meetings or discussions, write the topic for discussion on the board. In most cases this topic should be in the form of a question. Example : "What is the best way to get the village tank cleaned ?"



During the discussion place under the written question the suggested answers offered by the group. Also place on the board the suggestions that you have.

By writing on the board in this manner you can hold the attention of the group. You can also keep their attention on the particular subject you want discussed. It is good to put drawings on the board to illustrate points.

Rules to follow in using the blackboard are :

(1) *Have it clean*

(2) *Use clean eraser*

(3) *Write in large letters*

(4) *Don't talk as you write*

(5) *Face group after writing and continue the discussion*

(6) *Don't fill the board*

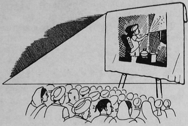
(7) *Don't use abbreviations*

(8) *Keep drawings simple*

(9) *Use coloured chalk —yellow chalk is good at night*

(10) *Don't stand in front of the blackboard, stand to one side*

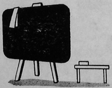
(11) *Practise using the blackboard.*



The same blackboard can be used for the flannelgraph. (See discussion on flannelgraph.)

Cover the blackboard with a clean white cloth and it can be used for a screen in showing filmstrips. (See discussion on filmstrips.)

If you are conducting literacy classes, the blackboard can be very useful.



(*e*) *Should be at least 20 by 30 inches in size*

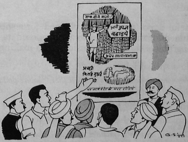
(*f*) *Must be timely.*

Generally speaking a poster should contain three main divisions. The first part usually announces the purpose of a project. The second sets out conditions. The third recommends action. Each of these three main divisions may be illustrated with striking art supported by brief language.

Posters that are produced properly are often not effective because they are put in a poor place or not posted. Posters should be placed where people pass or placed where people gather.

Some posters fail to do good because they are not followed with other devices such as meetings, demonstrations, films.

Remember : *A poster must be part of a campaign—a poster will not stand alone.*



## FLASH CARDS

Flash cards are used the same as filmstrips. In flash cards, however, your people see the picture directly, instead of seeing it on a screen. The story is told as each card is held before the group. The story is simple and tells about one thing. It may be on mosquito control, how to make hay, how to clean dishes.

Flash cards should :

(1) *Be used in groups of not over 30 people*
(2) *Be large enough for everyone to see—at least 22 by 28 inches*
(3) *Be simple line drawings or photographs, or cartoons*
(4) *Be adapted to local conditions*
(5) *Have plenty of colour.*

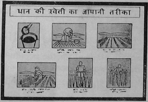
It is best to limit the number of flash cards to 10 or 12 for one talk. In order to plan the most effective cards, study your talk and pick the main ideas that you want your villagers to remember.

## PHOTOGRAPHS

Photographs are especially suited to teaching illiterates. They are useful also in illustrating written material. Everybody likes to see a photograph of himself best of all. If a village worker can afford to buy any equipment, one of the first things he should buy is a camera.

A good way to use photographs is to place them on a village bulletin board

(1) *Arrange them to tell a story, or*
(2) *Tell the steps in an improved practice*
(3) *Giving accurate details, or*
(4) *Showing before and after results.*




Good photographs used in this manner

(1) *Show action*
(2) *Show emotion*
(3) *Show people as they really are, and*
(4) *Are easily understood.*

People love photographs and will become attached to the village worker who can produce them and who will use them. But some photographs are a waste. They have little value if

(1) *They are not lively*
(2) *They are not arranged to teach*
(3) *They are not clear*
(4) *They are dirty*
(5) *They are too small*
(6) *They are in bad taste.*

## POSTERS

The poster is an important visual aid. But like other "aids" the poster is never used alone. It must always be part of a campaign or a teaching programme. It will serve first to inspire the people. It will prove to villagers that there is official interest in the problem treated. Lastly, as long as it remains in the village it will serve as a reminder to the villagers.

A good poster arouses people. It makes them feel a part of the work at hand.

To be useful a poster must be planned for a special job. It must be planned for the people who are supposed to do the job. The following points should be considered in making a poster :

(1) To do a special job

- (a) *Promote one point (example : kill flies, manure paddy)*
- (b) *Support local demonstrations*
- (c) *Support local exhibits.*

(2) To be planned for the people who are supposed to do the job

- (a) *Contain dramatic pictures that will stop people and make them look*
- (b) *Tell the story in a single glance*
  - (1) *Have few words*
  - (2) *Have simple words*
  - (3) *Have one idea*
  - (4) *Have bold letters*
- (c) *Must picture everyday living*
- (d) *Should be in pleasing colours*

Prepare a picture for each idea which will give visual impact to the idea.

To teach well with flashcards :

(1) *The story on each card must be familiar to you*

(2) *You must use simple words and local expressions*

(3) *You must bring in local names of people and villages*

(4) *You must hold cards so people can see clearly*

(5) *You must hold cards against body and not up in air (You turn your body toward the different parts of the group to show cards to all the group)*

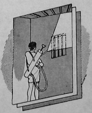
(6) *You glance down at card as you tell the story*

(7) *You point to important objects without covering the card with your hand*

(8) *You are enthusiastic, you enjoy telling the story.*

You have the cards stacked in order. As one card is finished it is slid behind the other so that it will be in order the next time it is used.

As you become skilled in this type of teaching you may let the people participate in the discussion or telling the story. It is a better discussion or better story if they participate. If anyone in your group is good at telling the story or leading a discussion, let him take the cards and use them with other groups.

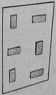


**FLANNELGRAPH**

Pieces of flannel or felt or sandpaper will stick on flannel. Just press pieces against a background of flannel and they will stay there until they are removed. Some village workers have been able to use Khadi and Markin for this purpose. They have made Khadi stick on Khadi or sandpaper stick on Khadi. Also Markin sticks on Markin.

If scraps of sandpaper are pasted to the backs of photographs, these photographs will cling to a large piece of flannel. The same is true when sandpaper is stuck to the back of drawings or lettering on medium-weight paper. Even illustrations from magazines can be used for this purpose.

A 30 by 40 inch piece of flannel should be large enough for any audience you will have. A good grade of cotton flannel with thick nap is best. In preparing a flannelgraph story do the following :



(1) *The title of your story is in large letters at the top of the flannelgraph (A background flannel will be stretched tightly and fastened securely to a stand or board for receiving your story.)*

(2) *Prepare a story in drawings, photographs or printed illustrations.*

(3) *Cut these from their paper background and paste pieces of sandpaper on their backs (Sandpaper strips an inch or so wide should be stuck at intervals of several inches. A medium or coarse grain sandpaper will work best.)*

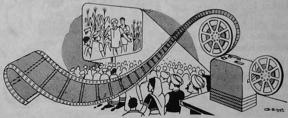
(4) *Keep the story simple.*

(5) *The illustrations should be big and bold. This is true also of lettering.*

It is a good idea to arrange each part in the order it will be added to the board. These parts may be numbered on the back.

Flannelgraph is well adapted for the "build-up" story. The clever user can place interesting pieces on the flannel and keep the audience wondering how the story will end until the final piece is placed. The capacity for build-up and suspense is this medium's best advantage. If you cannot use this advantage, use some other medium.

## FILMS



People who will not attend any kind of meetings will go to see films. Because of this, films are one of the most effective means of arousing interest. They are good for teaching. As long as good teaching films are scarce, you may use films primarily to get people to attend meetings.

Good films are used :

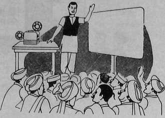
(1) *To arouse interest and change attitudes*
(2) *To present facts in an interesting way*
(3) *To bring new practices to a village in a short time*
(4) *To reach illiterate as well as literate people.*

A film has the following advantages :

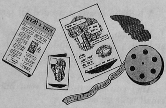
(1) *A complete process can be shown in a short time*
(2) *People identify themselves with those in the picture.*

In selecting films for your showing, try to select those that are :

(1) *Simple*
(2) *Direct*
(3) *Interesting*
(4) *Timely*
(5) *Personal.*

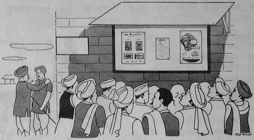


As a general rule, you should give a short talk before a picture is shown, explaining the purpose of the meeting and of the picture. However, most good pictures are self-contained. More important, after the picture you should allow the villagers to discuss and to ask questions.



Remember : *The moving picture should not be used alone. It should be used in connection with a definite programme or campaign. It should be supplemented with literature, posters, demonstrations and discussions. It should lead to action.*

Film projectors are now in every project and every training centre. Learn how to use these projectors, how to obtain film, how to take advantage of this medium.



**BULLETIN BOARD**

A bulletin board is needed for good work in a village.

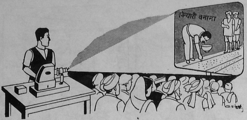
A bulletin board is easy to make. Place soft lumber in a frame at least 4 feet long and 3 feet wide. Mount the frame on a wall in a prominent place in the village. Protect the board from weather.

After you have mounted your bulletin board, place on it with small nails or tacks :

(1) *Local announcements*
(2) *Photographs of local activities*
(3) *Clippings and pictures from newspapers or magazines related to your work*
(4) *Instructions on how to do jobs you have demonstrated*
(5) *Reminders for jobs that need to be done*
(6) *Posters*
(7) *Wall newspapers.*

If the bulletin board is kept up-to-date and if you put new material on it on a regular basis, it will become a public gathering place. This is an economical way of reaching villagers on a mass scale.

Note : *Part of board can be painted and used as blackboard. A bulletin board may be used also as a screen for showing film strips or slides.*




**SLIDES**

Most filmstrip projectors will take slides. If your projector does not take slides, you may get an adjustment that can be fitted to the machine that will allow it to show slides.

Slides are used the same as the filmstrip. The difference is :

(1) *Slides are single pictures usually in colour*

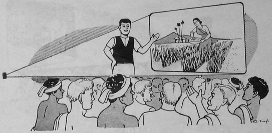
(2) *Slides are in a cardboard frame.*

As more colour slides are made, this device will be very useful for you.

If you can arrange to get coloured film, you can make your own slides. With these slides you can tell the story of achievements in your village. A 35 mm. camera is necessary for making slides that fit most projectors.

One way to get slides of local activities is to get a camera on a cooperative basis and arrange finance for buying film.

Remember : *A great deal of skill is needed for producing good slides. Prove that you are able to take good pictures with black and white film before spending money on colour films.* (*See discussion on filmstrips.*)



## FILM STRIPS

A filmstrip is a series of still pictures on one roll. These pictures are arranged together in such order that they will tell a story. Or they will explain the steps of an improved practice.

To show filmstrips you must have a filmstrip projector. There are filmstrip projectors that do not require electricity. Contact your superior officers to obtain a projector and filmstrips. Every project now has these machines.

The use of filmstrips is one of the best ways to teach improved methods because :

(1) *The machines are simple to operate*
(2) *The pictures can be held on the screen for a long time*
(3) *The village worker with a camera can take good pictures of local practices and have them made into a filmstrip at very little expense*
(4) *The filmstrip and projector take little space and can be carried easily*
(5) *The villagers can participate through discussions on each picture.*

Filmstrips have this additional advantage. A complete process such as growing paddy can be shown at one short session.

If you have not been using filmstrips, you should contact your superior and ask him to make a projector available. Then find how filmstrips can be obtained. Some of the sources are :

(1) *Development Commissioner*
(2) *Agricultural Director*
(3) *Rural Information and Broadcasting Department*
(4) *Education Department*
(5) *Health Department*
(6) *Indian Council of Agricultural Research*
(7) *United States TCM.*

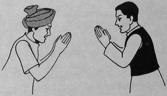
# DIRECT CONTACTS

Direct contact methods are those which you will use every day. This may mean getting acquainted with a villager or just sitting down and visiting with people, discussing village problems or in some cases just casually talking. However, in every case you will be directing your efforts toward the goals mentioned in the first of this book. Other direct contacts are made in meetings where you will be called on to talk, or on tours, or in personal visits to demonstrators and other villagers.

One of the simplest ways to get people to do things is through conversation. While this is a simple and inexpensive way, it can be costly in time.

To be successful in conversation you should keep these points in mind:

(1) *Let others do most of the talking*
(2) *Enter into conversation only when others seem willing to hear you*
(3) *Enter into conversation with a sincere wish to learn as well as to instruct (this is important—this will prevent one-sided interest—when people feel that they contribute to your information they have more desire to enter into conversation with you)*
(4) *Talk in terms of other's interest*
(5) *Don't interrupt*
(6) *Use natural and easy language*
(7) *Smile*
(8) *Speak slowly*
(9) *Be accurate in your statements*
(10) *Arguing is not carrying on conversation—it is a sure way to lose friends*
(11) *Let the other man receive credit for good ideas*
(12) *Leave the group or person as a friend—if you have helped each other that is the way friends work together.*



## TOURS

Tours like any other teaching aid must have a definite purpose. The purpose of a tour may be:

(1) *To see the result of a new practice*
(2) *To see a new practice demonstrated*
(3) *To see the operation of a new implement or tool*
(4) *To see the accomplishments in other villages.*

Plan for your tours :

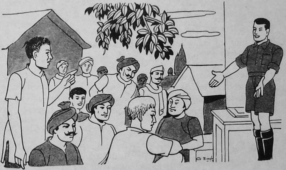
(1) *To help people recognize the problem*
(2) *To create interest*
(3) *To generate discussion*
(4) *To provoke action.*
*(See chapter on achieving group action.)*

Before going on a tour you must decide :

(1) *What your people are to see and learn*
(2) *What equipment and tools must be provided*
(3) *Who will go on the tour*
(4) *The date and time*
(5) *If drinking water, shade, and other conveniences are available*
(6) *What transportation is needed*
(7) *What refreshments to serve.*

After making these decisions, villagers must be notified. You have had a successful tour if :

(1) *Everyone could see and hear*
(2) *Time for questions and answers was given*
(3) *Village people participated*
(4) *There were no accidents*
(5) *People didn't get tired*
(6) *Desired action results.*
*(See the chapter on demonstrations for further information.)*



## SONGS

The villager has a great fascination for folk songs, dance and drama. The art is in many places dying out because of lack of interest or lack of proper encouragement. Yet the village worker will find song and drama good for conveying information on better ways of living.

In every village there will be someone who is good in folk songs. Such persons can help you add entertainment to your meetings and can help break the monotony of discussions of a serious nature.

The village worker can get such persons to compose songs on subjects which he wants to popularize. Generally the singer is also the song writer. His songs are in the form of a story with a moral. These songs can be written to the popular tunes which the villager often hears. Such songs may prove popular with the village folk who will pick up the words without the need for any printed literature.

The lesson is best driven home if the song has just one message. Before the song you can say a few words by way of explanation. Follow the song with a little more explanation of its theme.

The villagers like seasoned singers to take part in a program, but they also welcome new voices. Here the village worker can explore the field and get the new people to take part.

Another way in which the village worker can put the song to use is by a local competition for the best song on one subject. The final test can be made an occasion. Announce to the villagers the location and time of judging the best entry. All will come and thus hear the messages you wish to put across.

It is quite possible that in a particular village the compositions may not be good. But under no circumstances should the song writer go unrewarded. Though the best song is not good enough, it should not go without being declared as the best. That will give further encouragement to the song writers and singers to compose and sing on their own.

The village people generally do not have a means of entertaining themselves. Here is an opportunity for the village worker to provide entertainment to the people and show that all is not work with him.

**DRAMA**

Dramas are not so common as the song in the village. But when properly announced the drama is well attended by the villagers and by those in neighbouring villages.

The drama is a source of entertainment and education. The village worker will find at times that he is unable to get together the artists required from one single village. It may be possible for you to get the artists by picking them from different villages. But many literate villagers can be trained in this art, and the villagers seeing the familiar faces on the stage will find additional amusement in what is being put on boadrs.

The first difficulty will be getting somebody to write the script and compose the songs. This again is an art which is not given to all. It may be possible to get copies of popular one-act plays in the local language which will suit the local needs.

You can also get new dramas on some aspect of improved farming or living.

In this work you may find help from the village schoolmaster. He is often good in this art. Generally it is the schoolmaster

who puts up dramatic performances on special days. He should be of help in training the actors as well as providing the necessary materials for the stage.

In case you have no such help, do the work yourself. First select villagers who have a bent for acting. This can be done by having them read or repeat a passage. You will find that a number of villagers have an appealing voice.

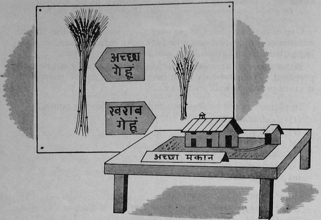
It is not necessary that you have a well-built stage. Any open space, well located, with a little raised ground or platform, will do. A single piece of cloth will serve as a curtain.

The drama should be given at a time when all villagers can come. It is best to stage the dramas on nights when there is moonlight, so the villagers may go back home in the light. If the drama is good, the village worker will find big crowds attending the show.

The village song or drama has much drawing power. You can use it to get people together. Then talk to them of the village programmes in your mind.

Remember : *The talks should not be long. The villagers will feel tricked and clamour for the continuation of the show.*

It is a good idea to say a few words before the curtain goes up about the purpose of the drama. At the end of the show speak well of the principal people who are taking part and others who have helped.




## SPECIMENS, MODELS & EXHIBITS

The best place to study about a new crop is where the crop is grown. Sometimes this is impossible. The next best thing is to bring specimens of the crop to the meeting. By doing this you will allow your farmers to see the plant, see how tall it grows, examine its seeds and root system.

How many such specimens you use in your teaching will depend on how resourceful you are. You should keep the need for such specimens in mind and collect all that would seem to be helpful.

The best way to prepare samples of small crops, such as grasses and legumes, is to mount the specimens on sheets of thin cardboard. You can mount them by tying them to the cardboard with thread or string. Attach a caption plainly printed to each cardboard.

Models of many agricultural items can be helpful to your teaching. Models of new farm equipment, houses, compost pits, and sanitation devices all have their advantages.

Remember : *Demonstrations with models or specimens do not substitute for actual demonstrations in the field. Demonstrations in the field are always better.*

One of the best places to get over your message to the largest number of people is at melas or fairs. An exhibit placed in such big gatherings will reach large numbers in a short time.

Because people are passing rapidly, such exhibits must be well prepared. Your message must be understood in the short time it takes people to walk by the exhibit.

In planning such exhibits remember the following points :

(1) *Limit to one idea*
(2) *Make it simple*
(3) *Make it large*
(4) *Make it timely*
(5) *Make it durable*
(6) *Make it attractive.*

Other points to remember are :

(1) *Use too few rather than too many items*
(2) *Use bold, simple, bright letters and figures*
(3) *Label all parts which need explanation.*

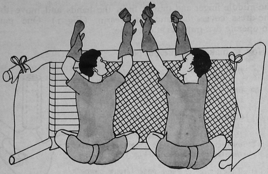
The best exhibits are those that tell a story. Good exhibits tell the story without the need for an attendant.

After you have arranged your exhibit, ask some disinterested person to study it. If this person can tell you the story you wish to put across, your exhibit will likely succeed. If not, it would be a good idea to adjust your exhibit for easier understanding.

During the mela or fair, study the people who pass your exhibit. The lesson that you learn from these people will assist you in mounting another exhibit at the next mela.

If the people stop and spend time studying your message, you can feel sure that you have the proper approach. If people understand your exhibit it has been a success. Do not hesitate to discuss the exhibit with a cross-section of people. This is the only way you can improve your presentation.

Remember : *It is always better to exhibit the real item than a model. If you want to show a new plow, exhibit the plow itself ; then follow this exhibit with demonstration.*



**PUPPETS**

Puppetry is especially suitable for villages.

It is an inexpensive activity.

It is an easily acquired art.

Even crudely made puppets, when played with a lively sense of drama can hold an audience.

The puppet play can teach a lesson about health, literacy, agriculture or home-making.

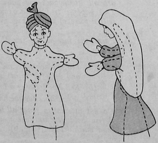


Fig. 1

Types of puppets :

(1) *Glove or hand puppets*
(2) *Marionettes or string puppets*
(3) *Rod puppets*
(4) *Shadow puppets.*

Each puppet has its own limitations and advantages.

The glove puppet is the simplest, and the one suggested for your use. It is like a three-fingered glove which fits on the hand. The first finger is inserted inside the head and moves it.

The middle finger and thumb fit in the hands and move them. The dress covers the hand and forearm. (Fig. 1) One person can operate two puppets at one time.

How to make a simple puppet :

(1) *Roll a piece of cardboard (an old post card will do) around your first finger. Glue it into a firm tube which fits the finger. This will be the neck of the puppet.* (Fig. 2)

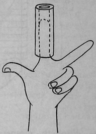


Fig. 2.

(2) *Crumple a piece of news paper into a ball the size of the head you wish to make. Press this ball over and around the tube on your finger, roughly shaping it to form the stuffing of the head.* (Fig. 3)

(3) *Take a piece of plain paper (brown wrapping paper or tinted paper) and cover the crumpled newspaper in such a way that one side of the ball (where the face will be painted) is free of creases and folds, and the folds are all at the back and sides of the head. This paper is tied in place round the neck with a piece of string.* (Fig. 5)

(4) *Paint the face on the smooth side of the head :*

(a) *Large black eyes and eyebrows, and very few lashes*

(b) *Red lips forming a large mouth*

(c) *A few lines for the hair.*

*Do not attempt to paint all the features. A few bold features are more effective than much detail.* (Fig. 6)

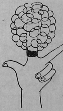


Fig. 3

(5) *Take a piece of bright coloured cloth and sew it to form a long tube.* (Fig. 7)

(6) *Put the head inside so that the back of the head is towards the seam and the head is upside down.* (Fig. 8)

(7) *Tie the cloth on to the neck with the second piece of string. Tie firmly, but do not close the opening of the tube.* (Fig. 9)

(8) *Turn the cloth other side out, so that the head is exposed.* (Fig. 10)

(9) *Cut slits for the thumb and middle finger. The thumb and middle finger should stick out enough to look like arms. (Fig. 11)*

(10) *Now the puppet is ready. Give it a name.*

*If the puppet is a man, put on a pugree or cap.*

*Or paint a moustache.*

*If the puppet is a woman, drape a sarie over her head. There is no need to drape it over the body.*

*Paint sign on forehead or at parting of hair.*

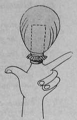


Fig. 5

To make the puppet come to life, practise. Work a puppet on each hand. See how much you can make each express by its gestures. Identify yourself with the puppet, changing your voice as far as possible, so that your right hand puppet speaks in a voice that is different from the left hand puppet.

Move only the puppet who is talking. Only move a puppet while he or she is talking.

Fig. 6

The stage can be improvised by using a charpoy, turning it on its side, then covering it with a curtain, sheets, blankets or any other cloth which will be suitable, so that the frame of the charpoy forms the frame of a screen.

*Charpoy on side to act as frame of screen. (Fig. 19)*

*Curtain, sheet, or other cover draped over frame. (Fig. 20)*

The puppeteers sit behind the screen.

They hold their arms up, so that the puppets appear above the screen and can be seen by the audience.

The puppeteers themselves cannot be seen by the audience.

How to write a puppet play :

(1) *Choose the lesson you wish to teach. Do not try to teach too much at one time*

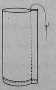


Fig. 7

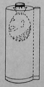


Fig. 8

(2) *Illustrate the lesson by a story*

(3) *The story must have dramatic value*

*All the good is because of the lesson learnt*

*All the bad is because of the lesson not learnt*

*The lesson itself is the crux of the most dramatic movement in the play; victory, loss joy or sorrow*

(4) *Choose characters that are distinctive. For best effect bring out their main characteristics*

*Black must be pitch black*

*White must be snow white*

Usually there are only two puppeteers, so only four characters can be on the stage at one time

Most people can only make two voices, so each can play one man and one woman or child at a time

When introducing a new character, make it quite clear in the dialogue so that everyone knows who this character is

These characters never change costume. It will confuse the audience.

(5) *Have no silent pauses*

(6) *Have quick dialogue*

(7) *Have short speeches*

(8) *Have short scenes*

(9) *Have lots of action. The extent of the action depends on the skill of the puppeteers*

(10) *Wit and humour should be introduced even in the tragedies*

Fig. 9

Fig. 10

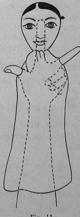


Fig. 11

(*11*) *Music, songs and poems, if not too long, can be repeated at intervals to drive the lesson home and help the audience to remember the lesson*

(*12*) *Bring in everyday people and familiar situations*

(*13*) *Take the audience into your confidence. Do not preach at it and bore it.*

Fig. 19

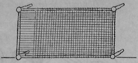
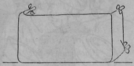
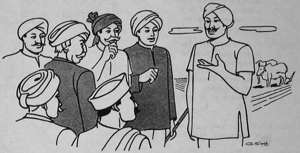


Fig. 20



Remember : *The audience comes to be entertained and will stay only to be entertained, so do not be dull and boring.*

## WORKING WITH VILLAGE LEADERS



There are two kinds of village leaders. One has authority and the other has influence. Sometimes this is the same man. Often, however, the villager who can influence people the most effectively is not recognized as a leader. People never think of him as a leader. Oddly enough, a real leader usually does not know that he has such influence.

If you are to succeed in a village you must get the support and help of the real leaders. That is, you must use the help of the villagers with wholesome influence. This does not mean that you ignore authority. It simply means that in addition, you recognize and use natural leaders. Once leadership ability has been recognized you should begin your efforts to enlist this talent in your programme.

Since village extension work is "helping people to help themselves", the recognition and useful guidance of

village leaders becomes the foundation of good extension work. In other words, local village leaders are essential to your work.

Remember: *In most cases the natural leaders are unknown to themselves and to their neighbours. You must seek them out.*

Following are some points which can be used to recognize leadership ability. The real village leader :

(1) *Believes in people and their desire to improve*
(2) *Likes people and likes to work with them*
(3) *Is liked by people (they use his name often)*
(4) *Sets good example*
(5) *Is eager to learn*
(6) *Is willing to work*
(7) *Has sense of humour*
(8) *Has good health*
(9) *Is fair to all*
(10) *Is truthful*
(11) *Is dependable*
(12) *Is willing to give credit to others for good work*
(13) *Has helped in past village work*
(14) *Has friends among all; young and old, rich and poor*
(15) *Is willing to carefully discuss important village problems.*

Best leaders can be discovered by a very simple process. When you ask villagers who would be good for doing a certain job, you may find them all recommending one or two names. If the jobs are important, those names recommended are likely to

be the names of the people with real influence. For example, if you survey a cross-section of your villagers asking them this question, "Who should I get to help me select a meeting place for demonstrating a new plough?" the names that occur the most often are likely to be the natural leaders. If you make a second survey among the same villagers asking them, "Who should I get to help me decide on the improved seed for next year's crops?" the names that appear in the second survey which also appeared in the first, would be more reliable.

Remember: *In making surveys such as these you must not allow the villagers to know what your real objective is. For example, if you go through the village and ask the villagers who are the leaders of this village, you may not get the same names as you will get in the above two questions.*

Here is why it is important for you to recognize real leaders. They are natural leaders and have real influence among the villagers. It is a quiet influence, but nevertheless effective. Therefore, when you get these natural leaders to assume responsibility for helping you do a job you have more assurance that the villagers will approve the results. If you get a natural leader to put on a demonstration, the villagers are more likely to value highly the results.

On the other hand, if you get a leader in authority to do these things you have no good way of appraising the real effects of his leadership on the villagers.

Once you have found the leader and he is willing to help, he must be used. Get him to help in :

(1) *Planning and organizing village activities*

(2) *Assisting in giving demonstrations*

(3) *Assisting in getting material for demonstrations and other work*

(4) *Making visits to demonstrations or other important places*

(5) *Holding meetings where views are exchanged.*

This is the last in a series of guides for village work covering the following phases of village life :

1. Agriculture
2. Health
3. Education
   —for children
   —for adults
4. Housing
5. Family living
6. Unemployment
7. Roads
8. Youth activities
9. Recreation
10. Village organization
11. Extension Methods

Blocks appearing in these books may be borrowed for reprinting in regional and provincial languages by writing to Secretary, Indian Council of Agricultural Research, New Delhi.

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